

In-depth study

Curriculum objective

According to the last objective of the national curriculum for International English, the students are to ...

"carry out one comprehensive in-depth study, presenting a topic from either International English or another subject within their own program area and evaluate the process"

Comments

The students may choose a topic from any of the subjects they are studying this year, be it International English or any other subject within their area of study.

The students are to carry out one more comprehensive in-depth study, but are expected to make other shorter presentations on topics within International English.

In-depth study presentations may be oral, written or multimedia presentations.

Multimedia presentations combine several forms of expression such as text, image, film and/or sound.

Multimedia presentations may be analog, i.e. combining different forms of expression without using a computer – for example a video film; or they may be digital – for example a power point or a website.

Suggested topics

Each chapter ends with a coloured page listing topics linked to the International English objective dealt with in that particular chapter. These topics are also found on the International Focus website, some of them with guiding questions and links.

If the students choose a topic within another subject than International English, they will need to use the curriculum objectives of the chosen subject to ensure that their topic is relevant.

In some cases topics may be interdisciplinary, meaning they are dealt with in both International English and another subject, for example media or marketing.

In-depth student handouts

Using the Internet wisely

Critical use and evaluation of Internet sites as a source of information is a curriculum objective and crucial when doing an in-depth study. This handout may help students differentiate between reliable and dubious information on the Internet.

In-depth study plan

The study plan may help the students get started and progress more efficiently. There is a filled in example as well as an empty form.

The best bore guide

These are reversed guidelines for oral presentations. Let the students make a 'proper' manual aimed to thrill an audience instead of boring them.

Powerpoint guidelines

According to the curriculum, teachers in all subjects share the responsibility of teaching digital competence. This handout gives advice on how to avoid the worst pitfalls when making a powerpoint presentation.

Multimedia presentations – assessment form

This assessment form can be used both for peer evaluation and teacher's evaluation of multimedia or oral presentations.

Written presentations

This assessment form can be used as a basis for marking a written presentation.

Process evaluation

Being able to evaluate the process itself is a part of the in-depth objective. This form may help the students organize their self assessment.

STUDENT HANDOUT 29**USING THE INTERNET WISELY**

The World Wide Web contains information on almost any topic you can think of. Therefore, you will most likely find the Internet very useful as you work on your in-depth topic. All that glitters is not gold, however, and you will have to differentiate between valuable information, dubious facts and sheer nonsense. This form may help you select safe and useful information on the Net.

Name of website:

Short description of layout and format (text, images, sound, etc.)

Short description of contents:

How would you describe the language and tone used?

Who is responsible for this site?

Is there any information on the author/institution behind this site?

What is the purpose of the site (teach, entertain, sell, persuade)?

Who is the site aimed at (target group)?

Does the author have anything to gain from this presentation?

Does the information differ from other material on the same topic?

When was the site published/updated?

What is your overall impression of the site?

STUDENT HANDOUT 30**IN DEPTH STUDY PLAN**

NAME(S):

SUBJECT WITHIN OWN PROGRAM AREA:

WORKING TITLE:

APPROACH/ FOCUS QUESTION:

PLANNED SOURCES:

PRESENTATION FORM:

ORGANIZATION:

RESPONSIBILITIES:

ROUGH TIME SCHEDULE:

DEADLINE:

SIGNATURE(S):

STUDENT HANDOUT 31

IN DEPTH STUDY PLAN

Example of filled-in plan

NAME(S): Siri Jensen, Mats Fredheim, Jonas Hansvik

SUBJECT WITHIN OWN PROGRAM AREA: Marketing and management

WORKING TITLE:

A marketing plan

APPROACH/FOCUS QUESTION:

What is the best way to market our product?

PLANNED SOURCES:

International Focus: Advertising – the Tricks of the Trade

Gyldendal Norsk Forlag textbook: *Markedsføring og ledelse*

International marketing campaigns www.international.marketing

New trends in marketing www.webtrends.com

PRESENTATION FORM:

Power point presentation including a role play

ORGANIZATION:

Group work

RESPONSIBILITIES:

Siri: Market research questionnaire

Mats: Product development

Jonas: Marketing campaign

ROUGH TIME SCHEDULE:

Week 14: Collect information material, take/organize notes

Week 15: Draft manuscript/ select key words/ illustrations for power point

Week 16: Finish power point, rehearse presentation

DEADLINE: 23 April

SIGNATURE(S):

STUDENT HANDOUT 32

THE BEST BORE GUIDE

... OR HOW TO DRIVE AN AUDIENCE HALF-CRAZY

- Arrive late and shuffle your papers around for a minute or two
- Say you haven't had time to prepare your talk properly
- On no account say what you are going to talk about or how long it will take
- Read your paper using a formal and monotone voice
- Stand completely still and keep your head down
- Frown and stare at your paper in bewilderment from time to time
- Make sure you use a few words you don't really know the meaning of
- Um and ah a lot
- Lose the thread altogether at least once
- Avoid examples, anecdotes, humour or anything remotely personal
- On no account use audiovisual aids
- If you do use such aids, demonstrate a total lack of familiarity with them
- Use masses of typewritten text in small print on the screen
- If your visual aids are, by mistake, high quality, then race through them very quickly
- Read word-for-word what's on the screen
- Never provide a handout
- Avoid punchlines or conclusions – make sure you leave your audience in mid-air

STUDENT HANDOUT 33

POWERPOINT GUIDELINES

- Choose a font with a good readability on the screen – not one that is just fancy
- Use carefully selected keywords/phrases – not whole sentences
- Organize your text using titles, bullet points, text boxes, etc.
- Do not cram too much text onto each slide
- Pictures and graphic elements should be relevant to the content of your text
- Choose a background that goes well with text and pictures on the slide
- Use a well-planned colour scheme to give a sense of totality
- Make sure any dynamic elements are well imbedded in the presentation
- Remember that the spoken and visual part of the presentation should support – not overlap each other
- Do not rely too much on what is on the screen
- Remember to address your audience – not the screen

TEACHER'S NOTES/ STUDENT HANDOUT 34

ORAL/MULTIMEDIA PRESENTATIONS

Evaluation form

Name(s): _____ Project title: _____

LANGUAGE

Points to consider:

Pronunciation, intonation, vocabulary, grammar, fluency

Above average: _____ Average: _____ Below average: _____

CONTENT

Points to consider:

Clear and precise approach, in depth analysis, clear structure, independence and creativity, appropriate length

Above average: _____ Average: _____ Below average: _____

COMMUNICATION

Points to consider:

Focus/enthusiasm, use of notes, eye contact, tone and register, pace

Above average: _____ Average: _____ Below average: _____

MULTIMEDIA

Points to consider: Fonts and colours, visual or sound effects, organization of text in titles, bullet points etc., use of key words, interplay between oral and digital part of the presentation

Above average: _____ Average: _____ Below average: _____

OVERALL IMPRESSION:

Above average: _____ Average: _____ Below average: _____

Strengths: _____

Areas for improvement: _____

Suggested grade: _____

Evaluation made by: _____

TEACHER'S NOTES

WRITTEN PRESENTATIONS

EVALUATION FORM

Name: _____ Project title: _____

CONTENT

Points to consider:

Clear and precise approach, relevant information, in depth analysis, independence and creativity

Above average: _____ Average: _____ Below average: _____

STRUCTURE

Points to consider:

Logical and clear structure, coherent text, varied use of linking devices, no repetitions

Above average: _____ Average: _____ Below average: _____

LANGUAGE

Points to consider:

Clear and varied sentence structure, wide and precise vocabulary, few or no language mistakes

Above average: _____ Average: _____ Below average: _____

LAYOUT

Points to consider:

Title page, table of contents, headings, correct quotations and sources

Above average: _____ Average: _____ Below average: _____

OVERALL IMPRESSION

Above average: _____ Average: _____ Below average: _____

Strengths: _____

Areas for improvement: _____

Grade: _____

STUDENT HANDOUT 35

PROCESS EVALUATION

In depth study

Comment on the various stages of the process. What went well? Did you have any difficulties or frustrations as you went along? What could have been done differently – and better?

Selecting a topic:

Deciding on an approach or a thesis/focus question:

Choosing a presentation form:

Finding background information:

Organizing your presentation:

Making use of multimedia/audio-visual aids:

Working individually or as a team:

Presenting your product:

Conclusion: